



PRINCIPALS' QUICK REFERENCE GUIDE

2002-2003 School Profile

Kwis Elementary

Hacienda La Puente Unified

<http://www.hlpusd.k12.ca.us/index.html>

Sue Kaiser, Principal

Presented at the October 2003

Principals' Roundtable Webcast

1925 South Kwis

Hacienda Heights, CA 91745

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Southern California, Urban, K-6, 392 students

Percent Free/Reduced Lunch: 60%

English Learners: 20%

Demographics:

American Indian/Alaska Native	0%
Asian	7%
Pacific Islander	0%
Filipino	1%
Hispanic/Latino	81%
African American	1%
White (not Hispanic)	11%



Year	API Score
2003	711
2002	628
2001	624
2000	581
1999	497

[more API info](#)

Central Focuses of School Reform:

- The principal implemented a consistent professional development plan that is linked to the analysis of student performance data. Calendared professional development time includes not only data analysis by grade level, but also articulation meetings across grade levels.
- Changing the attitudes of the teachers, parents, and students was a challenge. Utilizing a number of approaches, the principal worked hard to convince each group that continuing with the status quo was no longer an option.
- A major focus of this school's work has been to provide high quality professional development to the staff in order to improve student performance. The teachers now meet monthly to participate in professional development. Reflection time is considered a critical part of the format for these monthly professional development meetings.

Additional Information:

- The school has worked to align lessons and activities in the Houghton Mifflin reading and Harcourt Brace math adoptions with the standards.

- Intermediate grade teachers are working to improve student performance in reading by putting a strong focus on building reading comprehension strategies in their students.
- The district requires principals to visit every classroom weekly and to be able to provide evidence of these visits. This principal's approach has been to target one student in each classroom. Each week, she checks with "her" student to find out how things are going for him or her. Students are targeted for a variety of reasons. She has discovered that in targeting one student, the positive impact is "catching." About five additional students are observed to benefit from her visit.

Research/Resources:

- Reeves, Douglas. *Accountability in Action: A Blueprint for Learning Organizations*. 2000.

Web Links:

- [School Site Web Page](#)
- [School Site API Data](#)
- [School Site CBEDS Data](#)